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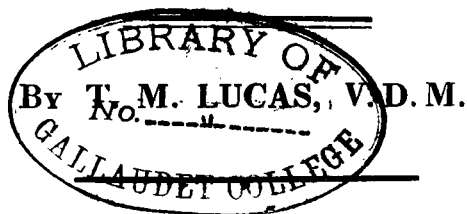






T. M. LUCAS, V. D. M.

**CHYROLOGY;**  
**OR,**  
***THE ART OF***  
**READING, SPELLING,**  
**AND**  
**CIPHERING**  
***BY THE FINGERS.***  
**DESIGNED FOR**  
**THE BENEFIT OF THE DEAF,**  
**AND FOR**  
**THE INSTRUCTION AND AMUSEMENT OF YOUTH.**



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**1812.**





TO  
HIS ROYAL HIGHNESS  
THE PRINCE REGENT,  
THIS SYSTEM  
OF  
CHYROLOGY

IS MOST RESPECTFULLY INSCRIBED,

BY  
HIS ROYAL HIGHNESS'S

MOST HUMBLE, LOYAL, AND

DUTIFUL SERVANT,

T. M. LUCAS.

ROAD, *Jan.* 1, 1812.



# CHYROLOGY;

OR, THE

ART OF READING, &c. BY THE FINGERS.

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CHYROLOGY signifies the word, or language, of the hand: and by this comprehensive science, any two persons may make known their ideas to each other, without the aid of speech, in a most simple, but very expressive manner. Aleph and Beth being the two first letters of the Hebrew, and Alpha, Beta, of the Greek, gave the name *Alphabet* to a set of letters, which serve to express all the

principal sounds that the human voice can form. The finding out visible signs whereby all the ideas of all the men in the world may be expressed, from the beginning of time to the final period of it, is truly surprising, and that these signs should be so few in number. It may be justly affirmed, that of all the inventions of men, there is not any one that has ever excelled that of the alphabet: we should therefore study to render the knowledge of letters easy and familiar. If the editor has contributed towards it, the learner will be instructed, and his labour well rewarded. This system of Chyrolology is a novel, useful, and curious discovery: on four hands engraved for that purpose, the *alphabet*, *ordinals*, and *cardinals*, are completely delineated. The first

is the inside of the left hand, which contains the alphabet; the second is the inside of the right, containing the ordinals; the third and fourth are the outer part of both hands: on these the cardinals are represented, by which any number may be clearly pointed out, from a unit to a hundred thousand millions. There are *three positions* of the hands in pointing out the *cardinals*, that must be strictly observed: in the first position, the fingers are to be held out *strait*; in the second, the thumb and fingers must be *bent* at the first joints; and in the third, the fist must be clenched.

First, the learner must be careful to acquire a thorough knowledge of the *alphabetic hand*; he may then proceed to the *ordinals*, and endeavour to fix them

in the memory; for any word denoted by the ordinals, need not be spelled.

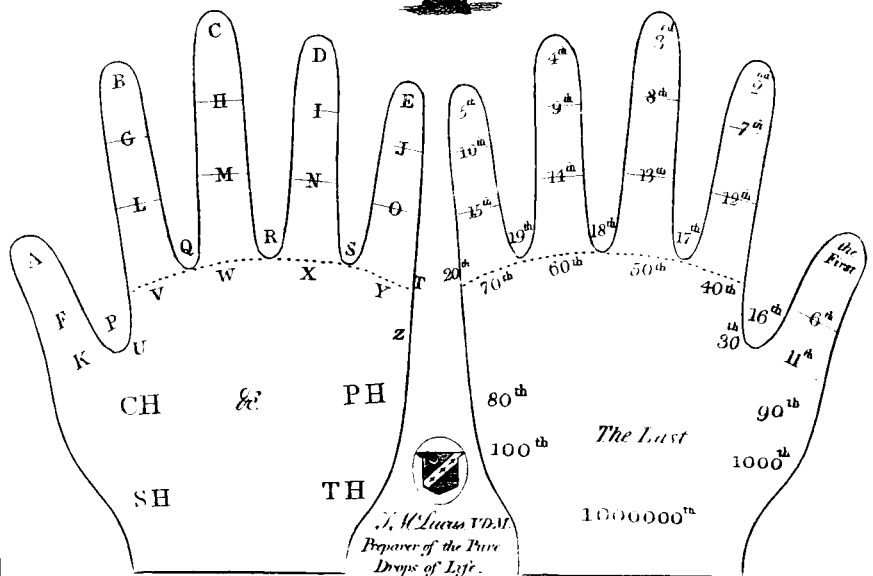
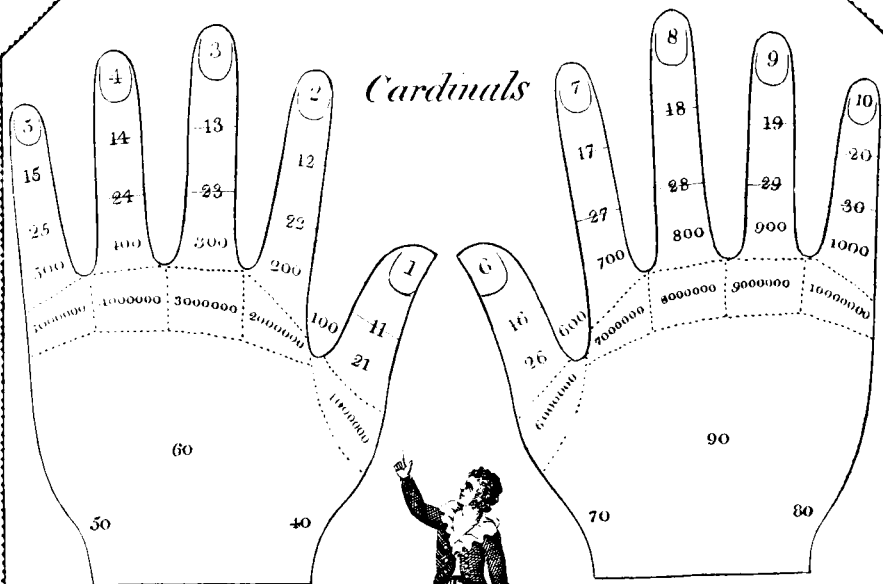
Lastly, little attention to the *cardinals*, will prove that they may be learned with very great facility.

I would remind those who wish to be proficient in Chyrology, that we are fearfully and wonderfully made : this is evident, even in the formation of the hand; for, by the unrepealable law of our great Creator, the fingers were formed to serve as native digits, always ready at hand to assist us in our computations : hence such as cannot count their fingers, are properly termed idiots.

It is natural and customary among all nations, to begin numbering with the thumb of the left hand, and to tell on to the fourth finger of the right; and by



# Cardinals



Alphabet

Ordinals



J. McLucas V.D.M.  
Preparer of the Pure  
Drops of Life.



adding 5. to 5. or doubling the cinque, we form the decade, composed of 1. 2. 3. 4. which make 10. the most perfect of all numbers; for the even, the odd, and the compound, are all comprised in the decade.

I. The alphabetic hand contains the alphabet and four double letters, which make 6 times 5. or three decades.—See hand, No. 1.

II. The ordinal hand contains the same number, 6 cinques, or 30. the whole of the ordinals.—See No. II.

The cardinal hands, III. and IV. contain also 6 times 5. or three decades; besides a fourth decade on the fingers, for *hundreds*, and a fifth on the knuckles, for *millions*.—See hands, No. III. and IV.

There cannot be a more easy method

of teaching children to read, spell, or cipher, than by the hands: that any letter, syllable, or word may be clearly expressed by the fingers (as well as any number), this system fully demonstrates. The deaf also may learn to know what is meant by their various motions.

Let us be thankful to the blessed God who hath given us hands for such important purposes, and let us beseech him to give us grace to employ them in aiding and instructing one another. AMEN.

## EXPLANATION OF THE ALPHABET

*On the Inside of the Left Hand.*

No. I.

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## R U L E I.

FOR A. B. C. D. E. touch, in rotation, the top of the thumb and fingers with the fore finger of the right hand.

II.

For F. G. H. I. J. touch the first joints.

III.

For K. L. M. N. O. touch the second joints.

## IV.

For P. Q. R. S. T. touch between the fingers.

## V.

For U. V. W. X. Y. touch the bottom of the fingers.

## VI.

For Z. touch the side of the hand, under the little finger.

## VII.

For Ch. and Sh. touch the side of the hand, under the thumb.

For Ph. and Th. touch the opposite side of the hand; and for, &c. touch it in the middle.—See No. I.

## EXPLANATION OF THE ORDINALS

*On the Inside of the Right Hand.*

## No. II.



## R U L E I.

For the first, 2d, 3d, 4th, 5th, touch, in rotation, the top of the thumb and fingers with the fore finger of the left hand.

## II.

For the 6th, 7th, 8th, 9th, 10th, touch the first joints.

## III.

For the 11th. 12th, 13th, 14th, 15th, touch the second joints.

## IV.

For the 16th, 17th, 18th, 19th, 20th,  
touch between the fingers.

## V.

For the 30th, 40th, 50th, 60th, 70th,  
touch the bottom of the fingers.

## VI.

For the 80th, touch the side of the  
hand under the little finger.

For the 90th, touch the opposite side  
of the hand.

## VII.

For the 100th, touch the side of the  
hand under the little finger, almost at the  
bottom of it.

For the 1000th, touch the opposite side.

For the 1,000,000th, touch the wrist.

For *The Last*, touch the middle of the hand.—See No. II.

The advantages arising from properly understanding the ordinals, are very great; because, by pointing to any ordinal, *two whole words* are expressed. *Ex.* Suppose you would point out, *The first day—The last night, &c.*; or, *The thousandth part, &c.*; by only pointing to the proper ordinal, the *two first words* are understood. By pointing to *two ordinals* with the finger and thumb, *five words* may be expressed, viz. *The third and the fourth men* were chosen; but *the seventh, or the eighth, man* was rejected.

## EXPLANATION OF THE CARDINALS

*On the outer Part of both Hands.*

Nos. III. AND IV.

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FIRST POSITION OF THE HANDS—THE  
FINGERS HELD OUT *STRAIT*.

## RULE I.

FOR 1. 2. 3. 4. 5. point, in rotation, to the nails of the thumb and fingers of the left hand, with the fore finger of the right.

For 6. 7. 8. 9. 10. point to the nail of the thumb, &c. of the right hand, with the fore finger of the left.



**SECOND POSITION—THE THUMB AND  
FINGERS *BENT* AT THE FIRST JOINT.**

**RULE II.**

For 11. 12. 13. 14. 15. point to the first joints of the thumb and fingers of the left hand, with, &c.

For 16. 17. 18. 19. 20. point to the first joints of the right hand, with the fore finger of the left.

**THIRD POSITION—THE FIST CLENCHED.****RULE III.**

For 21. point to the thumb of the left hand, between the first joint and the knuckle; and for 22. 23. 24. 25. point to the second joints of the fingers.

For 26. point to the thumb of the right hand, between the first joint and the knuckle; and for 27. 28. 29. 30. point to the second joints of the fingers.

N. B. After 30. for any figure in units, touch the *nail* that denotes it.

## RULE IV.

For 40. touch the back of the *left hand*, at the side of the thumb, with the fore finger of the right.

For 50. touch the opposite side of the hand, under the little finger.

For 60. touch the back of it nearly in the middle.

For 70. touch the back of the *right hand* at the side of the thumb, with the fore finger of the left hand.

For 80. touch the opposite side of the hand under the little finger.

For 90. touch the back of the hand, nearly in the middle of it.

## RULE V.

For 100. point, with the fore finger of the right hand, to the outer part of the left hand, between the thumb and fore finger.

For 200. 300. 400. and 500. point, in rotation, to the fingers of the left hand, between the second joints and the knuckles.

For 600. point with the fore finger of the left hand, to the outer part of the right hand, between the thumb and fore finger.

For 700. 800. 900. and 1000. point, in rotation, to the fingers of the right hand, between the second joints and the knuckles.

## RULE VI.

It has already been remarked, that for any figure in units after 30, the proper nail must be touched that denotes the unit to be pointed out; that is, for 31. &c. you must touch the place for 30. and the nail for 1. &c. &c.

Proceed in like manner for 41. &c. 51. &c. 61. &c. 71. &c. 81. &c. 91. &c. touching first, the proper place for tens, and secondly, the proper place for units. For any number above 100. as 101. or 141. &c. point to the proper place for *hundreds and units*; or for *hundreds, tens, and units*. Proceed in the same manner for 201. &c. 301. &c. 401. &c.

501. &c. 601. &c. 701. &c. 801. &c.  
901. &c. 1001. &c.

For 2,000. &c. &c. up to 90,000. point to the proper place for *units* or *tens*, and to the *fourth finger* of the right hand, for one thousand ; proceeding for hundreds, tens, and units, if connected with thousands, as before. For hundreds of thousands, touch the proper place for hundreds, and the fourth finger of the right hand for one thousand.

## RULE VII.

For 1,000,000. 2,000,000. 3,000,000. 4,000,000. 5,000,000. point in rotation to the knuckles of the left hand.

For 6,000,000. 7,000,000. 8,000,000. 9,000,000. 10,000,000. point in rotation to the knuckles of the right hand.

For 11,000,000. &c. &c. up to 90,000,000. point to the proper places for *tens*, and to the knuckle of the thumb of the left hand for one million.

For 100,000,000, &c. point with the fore finger of the right hand to the outer part of the left hand, between the thumb and fore finger, at 100. and to the knuckle of the thumb, at 1,000,000. Pro-

ceeding for thousands, hundreds, tens, and units, if connected with millions, in the manner already described.

The numerals can be expressed with so much ease and expedition, that the learner, by a little practice, will be able to *enumerate*, or express any number, by the fingers, much quicker than it could be spoken: I therefore flatter myself, that, by the *Alphabetic*, *Ordinal*, and *Numeral Hands*, any idea may be clearly made known; and that, by attention to the following observations on spelling, &c. many abbreviations may be made, of considerable importance in this useful science.



OBSERVATIONS  
ON SPELLING, &c.

I.

FOR a *fourth* or  $\frac{1}{4}$  part of any thing, take hold of the *fore finger* of the left hand with the right. For *two* parts or  $\frac{1}{2}$ , take hold of *two* fingers; and for three parts or  $\frac{3}{4}$ , take hold of *three* fingers. For Pounds, Shillings, Pence, and Farthings, point with the fore finger of the right hand at L. for pounds; S. for shillings; D. for pence; and Q. for farthings.

II.

A *double* letter may be signified, by pointing with the fore finger and thumb of the right hand to the place for the letter.

III.

In words consisting of *two* letters, the

first and second fingers may be applied, one to each letter.

It is also possible to point out two ordinals in the same manner, by the fingers of the left hand.

#### IV.

It is probable that the learner will make rapid progress in this science, by paying a little attention to the following Table of Words. They are often used, and the initial letter will generally point out the word: I have therefore placed them alphabetically. A. signifies and ; B. but, &c. &c.—A. and. B. but. C. can. D. do. E. every. F. for. H. have. I. if. J. judge. K. king. L. last. M. may. N. nor. O. own. P. perhaps. PH. philosopher. Q. question. R. or. S. soon. SH. shall. T. truly. TH. that.

U. you. V. very. W. with. WH. which. X. except. Y. yet. Z. zeal.

## V.

When a part of the letters of which any word is composed will point out the word, it need not be fully spelled; all that is necessary is, to make the word or sentence to be well understood; there being no more need of true spelling in Chyrology, than in Stenography.

## VI.

When any word *is repeated*, the repetition may be denoted, by drawing the fore finger all across the hand, from the left to the right, as many times as the word is repeated: as, “My dear father, do try, try, try me, this once!”

If a sentence, or a member of a sentence, be *repeated*, it may be signified by

drawing the fore finger all across the hand, from the right to the left ; that is, by drawing the finger across the left hand towards the body, as many times as the *sentence*, or the member of the sentence, is to be *repeated* : as, “ O master, do have pity, do have pity, do have pity, upon me!”

## VII.

It will be necessary also for the learner to observe, that, in pointing out the *last letter* of any word, the finger should be drawn across the place for that letter, to denote that the word is finished ; and when a sentence is ended, the finger should *rest* upon the last letter, to denote the full period.

## VIII.

### ON CIPHERING.

#### FIRST—ADDITION,

WHICH teacheth to add two or more sums together to make one whole or total sum, may be performed by the fingers in a most simple manner; and is signified, by *raising the finger* a little above the hand, when pointing to the last number to be added.

#### EXAMPLE I.

Point to N. 10. then add any other number to it; suppose 5. which makes 15. remove the finger from 10. to 5. then raise it a little above the hand, as the sign of addition, and point to the total, 15.

#### II.

Point to 16. 4. and 10. then raising

the finger at 10. point to 30. the whole sum.

### III.

Point to 20. 30. 40. 50. and 60. then raise the finger, and point to 200. the total. Thus any series of numbers may be added together, by pointing to each in their proper order, and raising the finger at the *last* number to be added, which will plainly indicate, that the following number, or numbers, are to express the total sum.

### SECONDLY—SUBTRACTION;

Which teacheth how to take a less number from a greater, and shows the remainder or difference, is signified by *sinking the finger* below the hand, after pointing to the greater number, or the number you take from.

## EXAMPLE I.

Point to N. 2. and take 2. (suppose) from 9. point to 9. then sinking the finger, as the sign of subtraction, point to 7. the remainder.

## II.

Point to 20. and take 20. from 30. point to 30. then sinking the finger, point to 10. the remainder.

## III.

Point to 90. and take 90. from 120. point to 100. *and* 20. then sinking the finger, point to 30. the remainder.

## THIRDLY—MULTIPLICATION.

In multiplication there are three principal members: the *multiplicand*, or number to be multiplied; the *multiplier*, or number by which you multiply; and the *product*, or number produced by multi-

plying. That the learner may have a just idea of the mode of multiplying by the fingers, it will be necessary for him to know how to go through the table, which will prove a very pleasing task. In pointing out the manner of performing it, I have made the following abbreviations :

fs.	stands for	fingers.
f. f.	.....	fore finger.
r. h.	.....	right hand.
l. h.	.....	left hand.
m—d.	.....	multiplicand.
m—r.	.....	multiplier.

#### THE MANNER OF PERFORMING THE MULTIPLICATION TABLE.

##### II.

For twice 2. 3. 4. and 5. take hold of the fore finger, &c. &c. of the left hand in rotation (for the multiplicand), with



the thumb and fore finger of the right (the multiplier), and point to the finger, &c. which denotes the product.

For twice 6. 7. 8. 9. and 10. the thumb and fingers of the right hand are the multiplicand, and the thumb and fore finger of the left, the multiplier.

For twice 11. the m—d. is the first joint of the thumb of the l. h. and the m—r. the thumb and f. f. of the right.

For twice 12. the m—d. is the first joint of the f. f. of the l. h. and the m—r. the thumb and f. f. of the right. The product 24. is the second joint of the third finger of the l. h.

N. B. From twice 2. up to 5 times 12. the thumb and finger, or fingers, that are the multiplier, must always take hold of the finger, &c. that denotes the mul-

tiplicand. Let this rule be well fixed in the memory.

### III.

For thrice 3. 4. and 5. take hold of the second f. &c. of the l. h. for the m—d. with the thumb and *two* fs. of the r. h. the m—r. and point to the product.

For thrice 6. 7. 8. 9. and 10. the thumb and fs. of the r. h. are the m—d. and the thumb and *two* fs. of the left, the m—r.

For thrice 11. the m—d. is the first joint of the thumb of the l. h. and the multiplier, the thumb and *two* fs. of the r. h.

For thrice 12. the m—d. is the first joint of the f. f. of the l. h. and the multiplier the thumb and *two* fingers of the r. h.

The product 36. is the second joint of the fourth f. and the thumb nail of the r.h.

IV.

For 4 times 4. and 5. take hold of the third f. &c. of the l. h. the m—d. with the thumb and *three* fs. of the r. h. the m—r. and point to the product.

For 4 times 6. 7. 8. 9. and 10. the thumb and fs. of the r. h. are the m—d. and the thumb and *three* fs. of the l. h. the m—r.

For 4 times 11. the m—d. is the first joint of the thumb of the l. h. and the m—r. the thumb and *three* fs. of the r. h.

For 4 times 12. the m—d. is the first joint of the f. f. of the l. h. and the m—r. the thumb and *three* fs. of the r. h.

The product 48. is on the back of the l. h. and the nail of the second f. of the r. h.

## V.

For 5 times 5. take hold of the fourth f. of the l. h. the m—d. with the thumb and *four* fs. of the r. h. the m—r. and point to the product, 25. on the second joint of the fourth f. of the l. h.

For 5 times 6. 7. 8. 9. and 10. the thumb and *four* fs. of the r. h. are the m—d. and the thumb and *four* fs. of the l. h. are the m—r.

For 5 times 11. the m—d. is the first joint of the thumb of the l. h. and the m—r. the thumb and *four* fs. of the r. h.

For 5 times 12. the m—d. is the first joint of the f. f. of the l. h. and the m—r. is the thumb and *four* fs. of the r. h.

The product 60. is on the middle of the back of the l. h.

## VI.

For 6 times 6. point with the f. f. of the l. h. to the thumb nail of the r. h. for the m—r. then remove the finger, and put the thumb of the l. h. on the thumb of the r. h. the m—r. *as the sign of multiplication*, or to denote *times*; and with the thumb resting on the m—r. apply the f. f. to it also, for the m—d. (because in this instance the thumb is both the m—r. and the m—d.) and then point to the product, 36. on the second joint of the fourth f. and the thumb nail of the r. h.

For 6 times 7. 8. 9. and 10. point with the f. f. of the l. h. to 6. the m—r. then removing it, put the thumb of the l. h. on the thumb of the r. h. as the sign of, &c. and letting it rest on 6. the m—r.

apply the f. f. of the l. h. to 7. the m—d. &c. in rotation, and point to the product.

For 6 times 11. and 12. point in the same manner, excepting for the m—d. for which, point with the thumb of the r. h. to the first joint, &c. of the thumb of the l. h.

N. B. From 6 times 6 to the end of the table (excepting 11. and 12.) the f. f. of the l. h. must be put on the m—r. and then removed, to apply the thumb of the l. h. (as the sign of multiplication), and the thumb resting on the m—r. with the f. f. point to the m—d. and then, to the product.

## VII.

For 7 times 7. point with the f. f. of the l. h. to the f. f. nail of the r. h. the m—r. remove the f. and put the thumb,

as the sign of, &c. then apply the f. f. to it also, for the m—d. (because, &c.) then point to the product 49. on the back of the l. h. and the nail of the third f. of the r. h.

For 7 times 8. 9. and 10. point with the f. f. of the l. h. to 7. the m—r. then removing it, put the thumb of the l. h. on the f. f. of the r. h. as the sign of, &c. and letting it rest on 7. the m—r. apply the f. f. of l. h. to the m—d. 8. &c. &c. in rotation, and point to the product.

For 7 times 11. and 12. point in the same manner to the m—r. but point to the m—d. with the f. f. of the right hand.

### VIII.

For 8 times 8. point with the f. f. of the l. h. to the second f. of the r. h. the m—r. remove it and put the thumb of the l. h. as the sign of, &c. then apply the f. f. to it again, to signify the m—d.

because, &c. then point to the product 64. on the back and third f. nail of the l. h.

For 8 times 9. and 10. point with the f. f. of the l. h. to 8. the m—r. then removing it, put the thumb of the l. h. on the second f. of the r. h. as the sign of, &c. and letting it rest on 8. the m—r. apply the f. f. of the l. h. to the m—d. and point to the product.

For 8 times 11. and 12. point in the same manner to the m—r. but point to the m—d. with the f. f. of the r. h.

### IX.

For 9 times 9. and 10. point with the f. f. of the l. h. to 9. the m—r. then removing it, put the thumb of the l. h. on the third f. of the r. h. as the sign of, &c. and letting it rest on 9. the m—r. apply the f. f. of the l. h. to 9. &c. the m—d. and point to the product.



For 9 times 11. and 12. point in the same manner to the m—r. but point to the m—d. with the f. f. of the r. h.

## X.

For 10 times 10. point with the f. f. of the l. h. to 10. the m—r. then removing it, put the thumb of the l. h. on the fourth f. of the r. h. as the sign of, &c. letting it rest on 10. the m—r. ; apply the f. f. of the l. h. to it also, for the m—d. and point to the product 100. between the thumb and f. f. of the l. h.

For 10 times 11. and 12. point in the same manner to the m—r. but point to the m—d. with the f. f. of the r. h.

## XI.

For 11 times 11. point with the f. f. of the r. h. to the first joint of the thumb of the l. h. the m—r. then removing it, put the thumb of the right hand on it,

as the sign, &c. and letting it rest on the m—r. apply the f. f. to it also for the m—d. and then point to the product 121. on the l. h. between the thumb and f. f. 100. on the first joint of the fourth f. of the r. h. 20. and on the nail of the thumb of the l. h. 1.

For 11 times 12. point with the f. f. of the r. h. to the first joint of the thumb for 11 the m—r. then remove it, and put the thumb of the r. h. to the m—r. and letting it rest on it, apply the f. f. of the r. h. to it also for the m—d. and point to the product 132. between the thumb, &c. of the l. h. 100. the second joint of the fourth f. of the r. h. 20. and the f. f. nail of the l. h. 2.

## XII.

For 12 times 12. point with the f. f. of the r. h. to the first joint of the f. f. of

the l. h. the m—r. then removing it, apply the thumb of the r. h. as the sign, &c. then apply the f. f. of the r. h. to it also for the m—d. and point to the product 144. between the thumb, &c. 100. and at the side of the l. h. 40. also on the nail of the third f. at 4.

Thus, by performing the table, the learner will perceive, that multiplication is as easily performed by the fingers as with pen and paper.

#### FOURTHLY—DIVISION.

In division there are three real numbers, and one accidental. 1st, The dividend, or number to be divided; 2ndly, the divisor, or number by which you divide; 3dly, the quotient, or number that shows how often the divisor is contained in the dividend; 4thly, the acci-

dental number, that shows what remains when the work is finished.

In performing division, point to the divisor with *two fingers*, as the sign of this rule, and to the remainder with the *thumb*, or the *little finger*.

### EXAMPLE I.

Point to 30. and say in 30. how many times 2? pointing to 2. with the fingers, then remove the fingers to 15. the quotient.

### II.

Point to 40. in 40. how, &c. 3? pointing to 3. with, &c. then remove the fingers to 13. the q. and point to 1. the remainder, with the thumb, or the little finger.

### III.

Point to 50. in 50. how, &c. 4? point-

ing to 4. with, &c. then remove the fingers to 12. the q. and point to 2. the remainder, with the thumb, or, &c.

## IV.

Point to 60. in 60. how, &c. 5? pointing to 5. with, &c. then point to 12. the q.

## V.

Point to 70. in 70. how, &c. 6? pointing to 6. with, &c. then remove the fingers to 11. the q. and point to 4. the remainder, with, &c.

## VI.

Point to 80. in 80. how, &c. 7? pointing to 7. with, &c. then remove the fingers to 11. the q. and point to 3. the remainder, with, &c.

## VII.

Point to 90. in 90. how, &c. 8? pointing to 8. with, &c. then remove the fingers

to 11. the q. and point to 2. the remainder, with, &c.

### VIII.

Point to 100. in 100. how, &c. 9? pointing to 9. with, &c. then remove the fingers to 11. the q. and point to 1. the remainder, with the thumb, or, &c.

### IX.

Point to 110. in 110. how, &c. 10? pointing to 10. with, &c. then remove the fingers to 11. the q.

### X.

Point to 120. in 120. how, &c. 12? pointing to 12 with, &c. then remove the fingers to 10. the quotient.

### XI.

Point to 36. in 36. how, &c. 3? pointing to 3. with, &c. then remove the fingers to 12. the q.

## XII.

Point to 48. in 48. how, &c. 6? pointing to 6. with, &c. then remove the fingers to 8. the q.

## XIII.

Point to 72. in 72. how, &c. 9? pointing to 9. with, &c. then remove the fingers to 8. the q.

## XIV.

Point to 84. in 84. how, &c. 12? pointing to 12. with, &c. then remove the fingers to 7. the q.

To conclude, by attention to the preceding pages, it will be seen that I have endeavoured to lay down a plain, regular, and easy method of reading, &c. &c. by the fingers, in as brief a manner as possible: yet, brief as it is, it has cost me

much time and labour; but for both I have been fully compensated by the satisfaction I have derived, not only in the invention and arrangement of this curious system, but in beholding it reduced to practice: and as this attempt to convey *any idea* by the motion of the fingers systematically, has met the approbation of many learned and scientific gentlemen, I have no doubt but it will be acceptable to a generous public; at least, to all those who are lovers of science. Some, perhaps, will think the learning of Chyrology a task; but a few days attention to the preceding rules, will render that task truly delightful.

THE END.









